

# **LANGUAGE ARTS**

## ***Fifth Grade***

### **READING**

*The student will develop reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint texts.*

#### **Oral Language/Decoding**

<b>Key</b>	<b>Reporting Category</b>		
<b>M</b>		<b>Listen attentively by facing the speaker, asking questions, and paraphrasing what is said.</b>	City Slickers, p.FW236
<b>M</b>		<b>Use established rules for conversation (e.g., do not interrupt, ask questions, and provide appropriate feedback).</b>	
<b>M</b>		<b>Understand, follow, and give oral, multi-step directions that may include illustrations.</b>	
<b>M</b>		<b>Formulate and respond to questions from teachers and other group members.</b>	
<b>M</b>		<b>Participate in creative responses to text (e.g., choral reading, discussion, dramatization, and oral presentations).</b>	
<b>M</b>		<b>Summarize orally what has been learned or accomplished after completing an activity or assignment.</b>	
<b>D</b>		<b>Create and deliver an oral presentation (including an introduction and conclusion) that uses visual aids and comes from several sources.</b>	Interview a Spider, p.W12 Bird Heros FW 138 Aquatic Roots WA163
<b>D</b>		<b>Use different voice levels and speech patterns for informal discussions and formal reports.</b>	
<b>D</b>		<b>Interpret and use a variety of nonverbal communication (e.g., gestures, facial expression, and posture).</b>	
<b>D</b>		Present and/or perform original or published literary work with a group and/or individually.	
<b>D</b>		Participate in recitations of assigned/self-selected passages.	
<b>A</b>	<b>T</b>	<b>Locate information using available text features (e.g., maps, charts, graphics, indexes, glossaries, and tables of content).</b>	
<b>A</b>	<b>T</b>	<b>Select and use common text features to make meaning from text (e.g., headings, key words, graphics, captions, and sidebars).</b>	
<b>D</b>		Recognize different forms of text (e.g., poems, plays, drama, letters, ads, journalism, historical fiction, biographies, and autobiographies).	
<b>D</b>		Develop awareness of the sounds of language through repeated exposure to a variety of auditory experiences (e.g., poetry, music lyrics, sound effects, books on tape, and read alouds).	Power of a Song, p.W194
<b>D</b>		Understand rhyming patterns in printed materials.	
<b>A</b>	<b>T</b>	Identify the effect of sound within context (e.g., onomatopoeia, alliteration, rhyme and repetition).	
<b>A</b>	<b>V</b>	Recognize root words, prefixes, suffixes and syllabication as aids in determining meaning within context.	
<b>D</b>		Understand, recognize, and use spelling patterns and word families to decode words.	
<b>D</b>		Decode unknown grade level words using learned strategies and verify word	

#### **KEY**

**I = Introduced    D = Developing    A = State Assessed    M = Mastered**

#### **REPORTING CATEGORY**

**C = Content    G = Grammar    MG = Meaning    T = Techniques and Skills    V = Vocabulary  
WO=Writing Organization    WP = Writing Process    WA – Writing Assessment**

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		meaning within the context.	
<b>A</b>	<b>V</b>	Recognize and use grade appropriate vocabulary within context.	
<b>D</b>		Increase confidence and poise in reading aloud (e.g., paired reading, shared reading, choral reading, echo reading, and reader's theater).	
<b>D</b>		Read with fluency and confidence from a variety of text, (e.g., poetry, drama, newspapers, novels, and textbooks).	
<b>D</b>		<b>Participate in guided oral reading.</b>	
<b>D</b>		<b>Read orally using appropriate pronunciation, expression, and rate.</b>	
<b>D</b>		Adjust speed based on the purpose for reading and reading level.	
<b>D</b>		Read independently daily.	

### Comprehension

<b>D</b>		Build vocabulary by listening to literature, participating in discussions, and reading self-selected texts.	
<b>D</b>		Build vocabulary through frequent read alouds.	
<b>D</b>		Infer word meaning using roots, prefixes, and suffixes.	
<b>A</b>	<b>V</b>	Determine word meanings within context.	
<b>A</b>	<b>V</b>	Identify compound words, contractions, and common abbreviations within text.	
<b>A</b>	<b>V</b>	Select appropriate synonyms, antonyms and homonyms within context.	
<b>D</b>		Foster word consciousness (e.g., word play, word walls, and word sorts).	
<b>A</b>	<b>V</b>	Determine the correct meaning/usage of multiple-meaning words within context.	
<b>A</b>	<b>V</b>	Select a logical word to complete an analogy using synonyms, antonyms, categories, and subcategories.	
<b>D</b>		Explore the impact of vocabulary in evaluating ideas, information, and experience.	
<b>I</b>		Use word origins to determine the meaning of unknown words (e.g., Latin and Greek roots, meanings of commonly used foreign words).	
<b>D</b>		Build vocabulary by reading from a wide variety of text and literary genres.	
<b>D</b>		<b>Set a purpose for reading (e.g., to understand, to interpret, to enjoy, and to solve problems to locate specific information to discover models for writing).</b>	
<b>D</b>		Utilize reference sources to build background for reading.	
<b>D</b>		Organize prior knowledge using a variety of strategies (e.g., webbing, mapping, brainstorming, listing, and outlining).	
<b>D</b>		Explore significant words to be encountered in selected/assigned text.	
<b>M</b>		<b>Preview text using text features (e.g., illustrations/pictures, captions, graphs, diagrams, and headings).</b>	
<b>D</b>		<b>Make predictions about text using text features (e.g., title, author, illustrations, and text format).</b>	
<b>A</b>	<b>MG</b>	Recognize reasonable predictions of future events within a given context.	
<b>D</b>		Relate text to prior personal and historical experiences, current events, as well as previously read print and nonprint media.	
<b>A</b>	<b>MG</b>	Select questions used to focus and clarify thinking before, during, and after reading the text.	
<b>D</b>		Predict outcomes based upon prior knowledge and adjust appropriately.	
<b>D</b>		Use metacognitive and self-monitoring strategies to improve comprehension (e.g., rereading identifying miscues, reading ahead, asking for help, and drawing on earlier reading).	

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D		Create mental images.	Stormy Weather, p.W85
D		Express reactions and personal opinions to a selection.	
D		Make inferences and recognize unstated assumptions.	Who Was That Masked Bird?, p.FW113
D		Verify or modify the pre-reading purpose.	
D		Draw conclusions based on evidence gained.	
A	C	Identify the sequence of events in fiction and nonfiction selections.	
A	MG	Select stated or implied main idea and supporting details from text.	
A	C	Identify the author's purposes (i.e., to inform or to entertain).	
D		Discuss similarities and differences in events and/or characters using evidence cited in three or more texts.	
D		Select, prioritize, and organize information to meet a specific purpose.	
D		State reasonable generalizations in reference to two or more texts on a similar topic.	
A	T	Identify information to support opinions, predictions, and conclusions.	
A	MG	Identify stated or implied cause and effect relationships.	
A	MG	Distinguish between elements of fact/opinion and reality/fiction.	Mermaids and Manatees, p.AW80
A	T	Identify similes, metaphors, personification, and hyperbole in context.	Wetland Metaphors, p.AW39
D		Identify idioms and imagery.	
D		Recognize a common theme between two passages.	
A	C	Determine whether the theme is stated or implied within a passage.	
D		Reflect upon comprehension strategies utilized to make meaning from text.	
D		Use appropriate reference sources in various formats (e.g., interviews with family, community leaders, and government leaders; encyclopedias; card/electronic catalogs; almanacs; newspapers; and periodicals.	Bird Heros FW138 Teaming Up for Birds FW151 Pro & Con... W338 Aquatic Roots AW163
		Use media (e.g., photographs, videos, films, the arts, on-line catalogs, nonfiction books, encyclopedias, CD-ROM references, and internet) to view, read, and represent information.	Bird Heros FW138 Teaming Up for Birds FW151 Pro & Con... W338 Aquatic Roots AW163
D		Use current technology as a research and communication tool for personal interest, research, and clarification.	Bird Heros FW138 Teaming Up for Birds FW151 Pro & Con... W338 Aquatic Roots AW163
D		Understand a variety of informational texts which include primary sources (e.g., autobiographical sketches, letters and diaries, directions, and internet sites).	
D		Use the dictionary, glossary, thesaurus, and other word-referenced materials.	
D		Skim materials to develop a general overview of content or to locate specific information.	
D		Retrieve, organize, and represent information (e.g., charts, maps, graphs, forms, timelines, and outlines).	
D		Develop notes that include important concepts, summaries, paraphrase, and identification of reference sources.	
D		Develop an awareness of the effects of media (e.g., television, print materials, radio, internet, newspapers, and periodicals) on daily life.	Cartoons and Bumper Stickers, p.W192
I		Identify the techniques of propaganda (i.e., bandwagon, loaded words, and testimonials).	
D		Gather and record information on a research topic using three or more sources.	Bird Heros FW138 Teaming Up for Birds FW151

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<b>D</b>		<b>Develop and maintain vocabulary specific to content and to current events.</b>	
<b>D</b>		<b>Apply comprehension skills and strategies to informational text (e.g., pre-reading and active comprehension).</b>	
<b>D</b>		Use self correction strategies while reading (e.g., pausing, rereading, consulting other sources, and asking for help).	
<b>D</b>		<b>Determine and evaluate the reliability of sources on a given topic (e.g., editorials, newspapers, magazines, biographies, news reports and films).</b>	
<b>D</b>		<b>Read for literary experience, to gain information, to perform a task, for enjoyment, to expand vocabulary, and to build fluency.</b>	My Kingdom for a Shelter, p.W28 Whale of a Tail, p.AW10 Designing a Habitat, p.AW19 Career Critters W371 The Great Migration Challenge FW164
<b>A</b>	<b>C</b>	<b>Distinguish among various literary genres (e.g., poetry, drama, letters, ads, historical fiction, biographies and autobiographies).</b>	Does Wildlife Sell?, p.W213
<b>D</b>		<b>Predict and determine the sequence of events in a story including possible problems and solutions.</b>	
<b>A</b>	<b>C</b>	Identify setting, characters, and plot in a passage.	
<b>A</b>	<b>C</b>	Identify and interpret the main incidents of a plot, their causes, how they influence future actions, and how they are resolved.	
<b>A</b>	<b>C</b>	Identify, using a graphic organizer, placement of events.	
<b>I</b>		Identify the conflict of the plot.	
<b>I</b>		Interpret a character's feelings and identify his motives.	
<b>I</b>		Trace changes in the main character and describe how this affects the plot.	
<b>A</b>	<b>MG</b>	Determine inferences from selected passages.	
<b>I</b>		Identify how cultural, ethnic, and historical eras are represented in print and nonprint texts.	
<b>D</b>		Compare and contrast events and characters using evidence cited from print and nonprint text(s).	
<b>D</b>		<b>Compare and contrast different versions of the same stories/events that reflect different cultures and/or different perspectives.</b>	Prairie Memoirs, p.W188
<b>A</b>	<b>C</b>	Select the appropriate summary statement for a given passage.	
<b>D</b>		Retell a story from a different point of view.	
<b>A</b>	<b>C</b>	Recognize that a story is told from the first person point of view.	
<b>D</b>		<b>Understand the way in which figurative language is used to derive meaning from text (e.g., personification, simile, metaphor, imagery, hyperbole).</b>	Wetland Metaphors, p.AW39
<b>D</b>		Visit libraries/media centers and book fairs to explore books.	
<b>D</b>		Use personal criteria to select reading material (e.g., personal interest, knowledge of authors, text difficulty, genres, and recommendation of others).	
<b>D</b>		Read daily from self-selected materials.	
<b>D</b>		Relate literary experiences (e.g., book discussions, literacy circles, writing, oral presentations, and artistic expressions).	
<b>D</b>		Maintain a personal reading list or reading log/journal to reflect reading progress and accomplishments.	
<b>D</b>		Experience and develop an awareness of literature that reflects a diverse society.	
<b>D</b>		Choose to read as a leisure activity.	

## WRITING

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*The student will develop the structural and creative skills necessary to produce written language that can be read, presented to and interpreted by various audiences.*

**Process**

<b>D</b>		<b>Generate and focus ideas through brainstorming and peer discussions.</b>	
<b>D</b>		Use print and nonprint materials along with prior knowledge to provide background for writing.	
<b>A</b>	<b>WP</b>	<b>Complete a graphic organizer (i.e., clustering, listing, mapping, and webbing) to group ideas for writing.</b>	
<b>D</b>		<b>Develop notes that include important concepts.</b>	
<b>D</b>		Construct an outline with main ideas and supporting details.	
<b>A</b>	<b>WO</b>	Supply a missing piece of information in an outline.	
<b>A</b>	<b>WA</b>	Select, limit, and refine a writing topic.	
<b>D</b>		Determine appropriate audience.	
<b>A</b>	<b>WP</b>	Identify the purpose for writing (i.e., to entertain, to inform, and to report).	
<b>D</b>		Select format based on purpose.	
<b>A</b>	<b>WP</b>	Identify the audience for which a piece of text is written.	
<b>A</b>	<b>WA</b>	Develop and write a paragraph topic sentence with supporting details.	
<b>D</b>		Maintain focus of topic with specific relevant supporting details.	
<b>A</b>	<b>WP</b>	Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.	
<b>A</b>	<b>WO</b>	Select details that support a topic sentence.	
<b>A</b>	<b>WO</b>	Select an appropriate concluding sentence for a well-developed paragraph.	
<b>A</b>	<b>WA</b>	Demonstrate syntactic variety when writing.	
<b>A</b>	<b>WP</b>	Select the best way to combine sentences to provide syntactic variety within context.	
<b>A</b>	<b>WO</b>	Arrange multi-paragraphed work of exposition (e.g., persuasion, compare/contrast) in a logical and coherent order.	
<b>A</b>	<b>WO</b>	Rearrange sentences to form a sequential, coherent paragraph.	
<b>A</b>	<b>WP</b>	Identify the sentence irrelevant to a paragraph's theme or flow.	
<b>A</b>	<b>WO</b>	Rearrange paragraphs in a narrative writing selection in sequential or chronological order.	
<b>A</b>	<b>WO</b>	Select appropriate time order or transitional words/phrases to enhance the flow of a writing sample.	
<b>A</b>	<b>WA</b>	Use appropriate transitional words and devices when writing.	
<b>D</b>		Use correct page format (e.g., paragraphs, margins, indentations, and titles).	
<b>A</b>	<b>WA</b>	Revise to clarify thought, to refine ideas, and to distinguish between important and unimportant information.	
<b>D</b>		Use precise language including vivid words and figurative language.	
<b>D</b>		Produce multiple drafts.	
<b>A</b>	<b>WA</b>	Edit writing for the elements of language.	
<b>D</b>		Proofread using reference materials and technology.	
<b>D</b>		Create readable documents.	
<b>D</b>		Develop and use classroom rubrics for written work.	
<b>D</b>		Use the state assessment rubric to make appropriate suggestions for improvement.	
<b>D</b>		Participate in peer review and editing.	

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D		Review personal collection to determine progress.	
D		Acknowledge and discuss diversity of individual writing styles.	
D		Incorporate photos, illustrations, charts, tables, or graphs.	
A	WO	Select the best title for a written selection.	
D		Use technology for publishing individual and group work.	
D		Identify and explore opportunities for publication (e.g., local and national contests, internet web sites, and newspapers/periodicals).	
D		Write with developed characters, setting, and plot.	
D		Maintain focus of topic with specific, relevant supporting details.	
A	WA	<b>Incorporate figurative language, vivid description, active voice verbs, sensory details, and personal observations to display facility in the use of language.</b>	
D		<b>Elaborate through the use of sensory details, vivid words, and figurative language to establish a context that enables reader to visualize an event or experience.</b>	
A	WA	Explain and/or illustrate key ideas when writing.	
D		Develop an identifiable voice.	
D		Use classroom/state rubric as a guide for writing narrative accounts.	
D		<b>Investigate content specific topics to gather information and write.</b>	Who Fits Here?, p.W64
A	T	<b>Identify the most reliable sources of information for preparing a report or project.</b>	
D		Use experiences from the arts to write creatively and expressively.	
A	WA	<b>Express thoughts and feelings using colorful, fully elaborated descriptions using vivid and active words.</b>	
A	WP	<b>Choose vivid and active words when writing.</b>	
D		View, read, or listen to examples of various writing styles.	
D		Compare and contrast literary works.	

## Product

A	WA	<b>Compose narratives (e.g., to entertain, inform, and report).</b>	Mermaids and Manatees, p.AW80 Aquatic Times, p.AW174
D		Write frequently in the narrative mode.	
A	WA	Write well-developed, organized, and coherent essays in response to narrative prompts.	
A	WA	Write an effective concluding paragraph for a well-developed essay.	
D		Write to inform a particular audience about a specific issue.	
D		Write a descriptive paragraph to create a visual image.	
I		Write in the expository mode.	
D		<b>Write to acquire knowledge (e.g., clarify thinking, take notes, synthesize information, and enhance communication).</b>	
D		<b>Produce a variety of creative works utilizing knowledge from the content areas (e.g., journals, letters to the editor, and historical fiction).</b>	Wild Words, p.W41
D		<b>Compose and respond to original questions and/or problems from all content areas.</b>	
D		<b>Explain procedures used to solve problems encountered in content areas (e.g., science experiments, math problems, and map/globe activities).</b>	
D		<b>Write poems and stories based upon personal reflections, observations, and</b>	Water Wings, p.AW110

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		<b>experiences.</b>	
<b>D</b>		<b>Write a letter to/as a character in a written work.</b>	
<b>D</b>		<b>Create an optional ending for a story.</b>	The Hunter, p.W287 Something's Fishy Here!, p.AW145
<b>D</b>		Retell a story from a different point of view.	
<b>D</b>		Write a reader's response to a literary work.	
<b>D</b>		Write creative, imaginative, and original responses to literature (e.g., poems, raps, songs, and stories).	
<b>D</b>		<b>Write narratives with vivid, sensory details.</b>	Mermaids and Manatees, p.AW80
<b>D</b>		Write descriptive papers which include vivid words and figurative language.	
<b>D</b>		Write expository paragraphs that include multiple steps or examples to support explanation.	
<b>D</b>		<b>Write an essay to compare/contrast two or more people, places, things, or ideas.</b>	Everybody Needs a Home, p.W59 (variation)
<b>D</b>		<b>Create a variety of poems.</b>	Animal Poetry, p.W282 Aqua Words, p.AW29 Water Wings, p.AW110
<b>D</b>		Write a research report using multiple sources and notes taken from those sources citing titles and authors.	
<b>D</b>		Write friendly and business letters.	
<b>I</b>		Write journalistic articles.	
<b>D</b>		<b>Use journal entries to demonstrate level of understanding.</b>	
<b>D</b>		<b>Write an autobiographical account.</b>	Fishy Who's Who, p.AW8

## ELEMENTS OF LANGUAGE

*The student will use standard English conventions and proper spelling as appropriate to speaking and writing.*

<b>A</b>	<b>G</b>	Identify the correct use within context of the following : <ul style="list-style-type: none"> <li>nouns (i.e., singular/plural; possessives; predicate nouns, nouns as objects);</li> <li>pronouns (i.e., agreement, subject, object);</li> <li>verbs (i.e., action/linking, regular/irregular, agreement, tenses);</li> <li>adjectives (e.g., common/proper, comparative forms, predicate adjectives);</li> <li>adverbs (e.g., comparative forms, negatives).</li> </ul>	
<b>D</b>		Use nouns appropriately (common/proper).	
<b>D</b>		Use pronouns appropriately (agreement with antecedent, reflexive, possessive, and correct pronoun case).	
<b>D</b>		Use verbs appropriately (be/have, verb phrases, agreement with subject in person, and number).	
<b>D</b>		Use adjectives appropriately (demonstrative adjectives and proper comparative forms).	
<b>D</b>		Use adverbs appropriately, adverbs of degree, (e.g., too and very).	
<b>A</b>	<b>G</b>	Identify sentences with correct subject-verb agreement (person/number).	
<b>I</b>		Use prepositions appropriately (e.g., place prepositional phrases in correct location within the sentence).	
<b>D</b>		Use conjunctions appropriately (e.g., coordinating).	
<b>A</b>	<b>G</b>	Choose the most appropriate interjections to complete a sentence.	

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<b>A</b>	<b>G</b>	Recognize usage errors occurring within context (e.g., double negatives, troublesome words: to, too, two; their, there, they're; lie, lay; sit, set).	
<b>D</b>		Recognize usage errors occurring within context (troublesome words {affect/effect, sit/set, lie/lay, may/can, leave/let, teach/learn}).	
<b>D</b>		Recognize and appreciate cultural and regional differences signaled by word usage and vocabulary.	
<b>D</b>		Capitalize correctly sentence beginnings, proper nouns and adjectives, titles and abbreviations, quotations, and parts of friendly letters and business letters.	
<b>M</b>		Use correct end of sentence punctuation (e.g., period, question mark).	
<b>A</b>	<b>G</b>	Identify the correct use of commas (i.e., series, dates, addresses, friendly letters, compound sentences, coordinating conjunctions, and introductory words) within context.	
<b>A</b>	<b>G</b>	Identify the correct use of colons (i.e., in business letters and preceding a list of items).	
<b>D</b>		Demonstrate knowledge of the correct use of colons (between the hour and minute and after the greeting of a business letter) and semi-colons (in combining sentences) and quotation marks in titles.	
<b>A</b>	<b>G</b>	Choose the correct use of quotation marks and commas in direct quotations.	
<b>A</b>	<b>G</b>	Identify the correct spelling of plurals and possessives.	
<b>D</b>		Form contractions correctly.	
<b>D</b>		Abbreviate words correctly.	
<b>D</b>		Continue to write legibly.	
<b>D</b>		Spell high-frequency words correctly.	
<b>A</b>	<b>G</b>	Identify correctly or incorrectly spelled words in context.	
<b>D</b>		Spell correctly words in content specific vocabulary.	
<b>D</b>		Recognize misspelled words in the context of sentences.	
<b>D</b>		Use knowledge of root words, prefixes, suffixes, and structural analysis to spell words correctly.	
<b>D</b>		Determine correct spelling of words utilizing electronic and print tools (e.g., spell checkers, dictionaries, lists, word walls, and charts).	
<b>D</b>		Identify correctly spelled homonyms within the context of sentences of phrases.	
<b>D</b>		Proofread and edit for accuracy of spelling using appropriate strategies to confirm spelling and to correct errors.	
<b>D</b>		Develop a consciousness toward correct spelling across all subject areas.	
<b>D</b>		Use appropriate language structure in oral and written communication (e.g., subject-verb agreement in simple and compound sentences, correct word order, and correct placement of more detailed words and phrases).	
<b>A</b>	<b>WP</b>	Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semi-colons, and periods to join or separate elements) within context.	
<b>A</b>	<b>WP</b>	Identify within context a variety of appropriate sentence-combining techniques (i.e., comma + coordinating conjunction, use of semicolon, and introductory phrases and/or clauses).	
<b>D</b>		Combine simple sentences into compound sentences.	
<b>D</b>		Combine sentences using compound subjects and/or predicates.	
<b>A</b>	<b>WP</b>	Select the best way to correct incomplete sentences within context.	

# **KEY**

**I = Introduced   D = Developing   A = State Assessed   M = Mastered**

# **REPORTING CATEGORY**

**C = Content   G = Grammar   MG = Meaning   T = Techniques and Skills   V = Vocabulary**  
**WO=Writing Organization   WP = Writing Process   WA – Writing Assessment**

**NOTE: “A” Indicates the state curriculum (CRT or Writing) assessment only.**  
**All the skills (“I” ... “D” ... “A” ... “M”) are addressed in classroom assessment.**